

4-1-1979

The Ohio Chronicle, Vol. 111, No. 8 April 1979

Ohio School for the Deaf

Follow this and additional works at: <https://ida.gallaudet.edu/ohio-chronicle-1971-1980>

Recommended Citation

Ohio School for the Deaf, "The Ohio Chronicle, Vol. 111, No. 8 April 1979" (1979). *1971-1980*. 101.
<https://ida.gallaudet.edu/ohio-chronicle-1971-1980/101>

This Article is brought to you for free and open access by the The Ohio Chronicle at IDA@Gallaudet. It has been accepted for inclusion in 1971-1980 by an authorized administrator of IDA@Gallaudet. For more information, please contact james.mccarthy@gallaudet.edu.

DON'T FORGET P-SA DAY - MAY 6

Printed by Students of the
Ohio School for
the Deaf

The Ohio Chronicle

Published for the Enjoyment
Of the Ohio School Family
And Friends of the School

111th Year

April, 1979 Columbus, Ohio 43214 - (USPS 404-320)

No. 8

PARENT-STAFF ASSOCIATION PLANS FESTIVAL

by Sarah Sixt

THE OHIO SCHOOL FOR THE DEAF
**OPEN HOUSE
FESTIVAL**
PUBLIC INVITED
MAY 6 STARTING 10:00AM
AUCTION • GAMES • FOOD • FUN

For the twelfth, consecutive year, the Ohio School for the Deaf and its Parent-Staff Association extend an invitation to school alumni, students, parents of students, staff members, neighbors in the community, and friends everywhere to attend the annual May Festival and Open House on Sunday, May 6, from 10:00 a.m., until 4:30 p.m., on the school campus.

As a part of the Festival, the OSD Teachers' Association will sponsor a bake sale and novelty attractions.

Mr. Richard A. Harlow, administrative assistant, is the school chairman for this year's Festival. Ms. Gladys Jenkins, Mrs. Grace Turner, and Mr. Robert Walter are in charge of the ticket sales.

This year's Festival will feature a drawing for door prizes. There will be games and rides for the children and refreshments available for everyone. Tours of the school and vocational facilities are also scheduled.

Serving on the Festival committee are Superintendent Edward C. Grover, Mr. Allen Anthony, Mrs. Janet Gordon, Mr. Charles Gramly, Mr. Merlen Gruenhagen, Ms. Kathy Koval, Mr. Robert Krisko, Mrs. Karen Lineberry, Mrs. Lynn Mansfield, Mrs. Roberta Snoke, and Mr. Fred Zollinger.



Vocational, Technical Field, Good Job Prospects

Dr. Byrl R. Shoemaker, Ohio Department of Education



Dr. Shoemaker

As I look at the five or six pages of jobs listed in the want ads of the Columbus Dispatch every Sunday, all of the advertisements have at least two things in common.

First, they are seeking someone who is willing to work. Secondly, they want someone who already has the skills and technical knowledge to do the job or at least to enter as an advanced learner.

Industry and business can ill afford to place unskilled or untrained workers in charge of expensive equipment in industry or intricate processes in business.

YOUNG PEOPLE ages 16 to 22 who have had either a vocational or a technical education have not experienced the high rate of unemployment that is common for this age group.

In an age when the number of unskilled jobs in the labor market is less than 4 percent and the number of jobs requiring a college degree is probably about 12 percent, it is clear that the price of entrance into employment at a productive level for both the individual and the employer

(Continued on page 2)

An Invitation

The Ohio for the Deaf and its Parent Staff Association are making plans for the 1979 May Festival on May 6. This year's Festival, we hope, will be our best ever. As president of the Parent Staff Association, I wish to extend an invitation to all OSD students, their parents, OSD staff members, alumni, neighbors, and friends of the deaf to join us on this special occasion.

As Festival time nears, I would like to remind parents, students, staff and friends of the importance of supporting our ticket sales and the Festival itself. As you know, the May Festival is the P.S.A.'s only source of income outside of its membership dues. Over the years, P.S.A. has been able to provide many things for the cottages, the play areas, and the classroom. These have been made possible by your continued support and we are grateful to you.

We ask each of you to do everything he can to make the year's Festival truly worthwhile. By making your finest effort, you are encouraging your children and the staff. You are, in effect, telling them, "Yes, we do support OSD and we want to help all we can."

President Fred Zollinger,
OSD Parent Staff Association

OSD Drama Group Joins Arts Festival

by Sarah Sixt

Twenty-seven OSD students are preparing skits modeled somewhat after the television program, "Rainbow's End," for presentation at the Very Special Arts Festival, Ohio Historical Village, May 17-18. The skits — all original — carry such provocative titles as "Supersign," "Honest," "Octopus," and "Humbug Witch." Students also made the costumes, scenery, and props for the various skits.



Enjoy one of the many moods of Ms. Betty Hopkins, Columbus mime, who conducted workshops in March for OSD students interested in drama.

Preceding the Very Special Arts Festival, OSD's Drama Group presented its skits for the school's primary students on April 27, in the multipurpose room. The program will be repeated for intermediate and high school students in the multipurpose room on May 8.

Additional performances by the Drama Group are scheduled in May for students from The Ohio State University, for the American Business Women, and for the Marion Drama Club, Marion, Ohio.

OSD students, participating in the drama, include: *Christina Atkinson, Hope Booth, Tina Boozer, Vivian Boozer, Dawn Cummings, Shirley Davis, Theresa DiGiannantoni, Mark Graves, Angela Gray, Bryan Grubb.*

Jill Hatcher, Debra Hollar, Stephen Howell, Katie Jeffers, Peter Joseph, Jeff Klein, Cindy Lutes.

Phyllis Marshall, Billy Montoney, Perry Mott, Charles Neal, Brad Parker, Cheryl Prusinski, David Prusinski, Kevin Sanderlin, Rick Schultz, Ed Steinke, Trina Williams.

Students, who assisted in making the costumes and props, include: *Debbie Evans, Linda Karn, Carol Lewis, Kevin Lute, Bob Park, James Park, Cheryl Shahan, Derek Svec, Bruce Williams.*

Faculty members working with the Drama Group are *Ms. Mary Ellen Chappelle, Mrs. Joyce Clapham, Mr. Charles Gramly, Mrs. Melissa Koenig, Mrs. Lynn Mansfield, Mrs. Patrice Moore, Mrs. Jan Rond, Mrs. Barbara Stahl, Ms. Jane Switzer, Ms. Jenifer Toth, Mrs. Terril Weber, and Mrs. Kristine Westbeld.*

Student Teacher Time



This semester's student teachers pose in the hall for a picture. From left to right are Ms. Delores Wagstaff, Mr. Thomas Diebold, Ms. Nina Thomas, Mr. David Quatman, Ms. Margaret Means.

by The Journalism Class

Five, energetic, young teachers, who are working for graduate degrees in the education of the deaf at Ohio State University, began their student teaching at OSD on Monday, March 26.

Ms. Nina Thomas, Ms. Delores Wagstaff, and Mr. David Quatman are teaching in the high school. *Ms. Thomas* is working with *Mrs. Jan*

Pohlit's social studies classes. *Ms. Wagstaff* and *Mr. Quatman* are working in high school language arts classes with *Mrs. Terril Weber* and *Mrs. Mary Stoltz* respectively.

Ms. Margaret Means is teaching with *Mrs. Janelle Adler* in intermediate 3. *Mr. Tom Diebold* is working with *Ms. Ellen Schneiderman's* primary special group.

From Outer Space????

by The Journalism Class

Well, not exactly! The two, bright, orange balloons seen sailing across campus on March 28, came all the way from Scioto Township Elementary School in Commercial Point, Ohio.

Mrs. Pam Little's life adjustment class spotted one balloon as it nestled in the sycamore tree outside the library. A note attached to the balloon identified it as belonging to *Chris Norris* of Commercial Point. In the note, *Chris* explained that his class at Scioto Township Elementary was involved in the Weekly Writing Pals Program.

Mr. Merlen Gruenhagen, OSD principal, rescued a second balloon from a tree near his home and gave it to the students in *Mrs. Christy Beard's* intermediate 5 class. This balloon was launched by *Tim Davis* a kindergarten student at Scioto Elementary.



Good Job Prospects

(Continued from page 1)

vocational education program at either the high school or post-high school level or a technical education program at the post-high school level.

A study by the Ohio Legislature reported in April of 1978, indicated that the graduates from vocational programs in the state had a better job placement average than the national average and a better placement average than any state surrounding Ohio.

THE ENROLLMENTS in the state's technical education programs have continued to grow, even in the face of some declining enrollments at the professional level, and the graduates of the technical education programs have approximately a 98 percent placement record in jobs in business and industry in our state.

Vocational education is concerned with training people for jobs — jobs in the broad areas of construction, maintenance, repair and servicing, for occupations in agriculture, business, distribution, trades, industry or people services.

Technical education, on the other hand, is concerned with the preparation of people for employment in occupations relating to design, development, testing and management.

OHIO HAS developed the most outstanding vocational education program in the nation, as measured by investment, enrollment and success of its graduates.

Vocational education is offered in the last two years of high school programs and for adults in our public

education centers and in private proprietary schools beyond high school.

During 1978, 281,982 students in high school were enrolled in vocational education programs in Ohio and 237,436 adults used the same facilities for either training for new occupations or for upgrading in their existing occupations.

Technical education is offered in technical institutes, general and technical colleges, community colleges and branches throughout the state.

OHIO HAS the broadest technical education program in the nation, developed to fit Ohio's diversified business and industrial structure. Ohio has made a significant investment in physical facilities and equipment for technical education.

And the job outlook is good for those completing technical or vocational programs.

Some representatives of industry and business already are predicting that in the early 1980s they will be searching for skilled and technical people to maintain and improve the productivity of their companies, as the workers who entered industry in the '40's come to a point of retirement.

Some skilled trades, such as machine trades, already are feeling the pinch of retirement of persons from the work force.

It is just a matter of time until many occupations are going to be short of skilled workers, and it will be up to our technical and vocational programs to supply them.

Library Contest

by The Journalism Class

The March "ABC Book" contest, sponsored by the OSD library, has produced five winners.

The attractive **ABC Book of Monsters** by *Jimmy Carson* tied for first place with *Christine Rose's ABC Book of Everything*. *Cheryl Shahan's ABC Book About Authors* shared second place with *Lisa Leibee's ABC Book of Sports*. *Cynthia Howell* took third prize with her **ABC Book of Animals**.

The contest, which lasted from March 5 through March 30, drew some twenty-five entries. All booklets were judged on the basis of originality of ideas, neatness, and art form.

Mrs. Joyce Clapham, Mrs. Lois Field, Mrs. Linda Metcalf, Mrs. Cecilia Overbeay, Mrs. Bernice Santho, and Mrs. Kristine Westbeld were judges for the contest.

Honor Roll

by Sarah Sixt

In March, OSD announced the fourth **Superintendent's Honor Roll for Scholarship** for the 1978-79 school year. Eligibility for the scholarship honor roll includes all OSD students from intermediate 4 through high school who have earned an accumulated average of 85 or above for the grading period. The grades in all individual subjects must be 70 or above.

The current honor roll includes the following students with "A" averages: *Brenda Hyland, Cheryl Prusinski, Sarah Sixt, Ed Steinke.*

OSD students on the honor roll with "B" averages are: *Robert Atkinson, Kathleen Bojanowski, Vivian Boozer, Tom Caleodis, Steve Diel, Debra Evans, Bryan Grubb, Jill Hatcher, Robyn Hotchkiss, Al Kessler, Jeff Klein, Todd Krajewski.*

Lisa Leibee, Phyllis Marshall, Larry Moyer, Charles Neal, David Prusinski, Rick Schultz, Cheryl Shahan, Mary Shepherd, Derek Svec, Richard Swartz, Audrey Waits.

The Ohio Chronicle

"LEARNING BY DOING"

Edward C. Grover Superintendent
 Merlen G. Gruenhagen Assistant Superintendent
 Richard A. Harlow Administrative Assistant
 Mary Stoltz Editor
 Dolores Rawdon Primary Representative
 Louise Wright Intermediate Representative
 Roberta Snoke Work Study-Vocational Rep.
 Raymond L. Engebretson Graphic Arts Teacher
 Kathleen Rains Graphic Arts Teacher
 Gary Armbrust Photography Teacher

Published monthly during the school year at the Ohio School for the Deaf, 500 Morse Road, Columbus, Ohio 43214. Second class postage paid at Columbus, Ohio. Subscription price \$2.50 a year payable in advance. Address all communications to: THE OHIO CHRONICLE, Ohio School for the Deaf, 500 Morse Road, Columbus, Ohio 43214.

Subscribers failing to receive their paper regularly will please notify us so that the mistake may be promptly corrected.

-Staff

Advertising Rates Per Insertion, \$5.00 one tenth (1/10) page (3"x2 col.) payable in advance. No ads larger accepted. No commercial advertising accepted, only those advertising socials, entertainment, conventions, etc.

Vol. 111

April, 1979

No. 8

MAINSTREAMING: Issues and a Model Plan

by Dr. McCay Vernon and Dr. Hugh Prickett

Mainstreaming* is the most crucial single issue in the education of deaf children today. With laws mandating local instruction being passed by state after state, mainstreaming is becoming a legislated reality nationally (Biklen, 1975; Brill, 1975). How the problems of mainstreaming are resolved will affect the lives of thousands of deaf young people and their families for years to come. The basic answers to the issues involved in mainstreaming are as yet unknown.

For whom is mainstreaming appropriate? Is mainstreaming just for the hard of hearing child and not the deaf youngster or is degree of hearing loss not a major issue? Must the hearing impaired child be at the grade level of the hearing students in his class? Is mainstreaming done best at the high school level or at other levels? In what subject areas is it most appropriate?

Obviously many variables are involved and the ultimate decision should be individually determined for each child. However, meaningful guidelines for making appropriate decisions must be developed.

What are the costs? To properly mainstream a deaf child, many supportive services beyond those available for the regular public school children are needed (Brill, 1975; Holcomb & Corbett, 1974; Vaughn, 1968). Until the costs of these services are known, meaningful educational planning and budgeting is impossible. One problem is that unique kinds of specialists, such as interpreter-tutors, are needed. No precedent exists for their salaries or formal qualifications.

What supportive services are needed? The reason costs cannot be figured is that no one has yet determined the exact nature and extent of supportive services a hearing impaired child in a regular school program needs. There are a number of astute opinions on the topic but little hard data (Holcomb & Corbett, 1975; Northcutt, 1973; Baughn, 1968).

How many hearing impaired children within a given age and grade range are required to justify the supportive services that are needed? Once again, until it is determined what services are necessary, it is impossible to know what size and composition of the hearing impaired student body is required before it becomes economically feasible to provide such support. For example, if interpreting, auditory training, speech therapy, tutoring and full orientation of regular school staff are necessary for effective mainstreaming then the costs become prohibitive if only one or two children are involved.

Fortunately, the first systematic effort to answer these fundamental questions has been started in Newark School District of Delaware (Holcomb & Corbett, 1975). Results from this research give promise of providing guidelines for mainstreaming programs all over the world. Incidentally, mainstreaming is spreading throughout Great Britain, Canada, Israel and elsewhere.

* The education of handicapped children (for purposes of this article those who are deaf or hard of hearing) in schools and classes for the nonhandicapped rather than in separate facilities.

Traditional Mainstreaming. A lot is known about how not to mainstream. For about 25 years schools have been mainstreaming deaf children under the term "integration" (Brill, 1975).

Essentially this mainstreaming or integration has involved one of several basic approaches. Perhaps the most common has been to simply place deaf children into classes with hearing children. The deaf children are given hearing aids and told to sit in the front of the room. Usually they have a resource teacher who will see the child somewhere between once a month to one or two periods a day. The teacher may have from five to 40 deaf students under this arrangement.

What does this mean for a deaf child? He sits in classrooms with hearing children where he cannot hear or understand what the teacher says. If he is a good lipreader he may get from 5% to 20% of what the teacher says when the teacher's lips can be seen. (Mindel & Vernon, 1971, p. 96). How can a deaf student learn history, mathematics or English if he can only get this small percentage of his classroom lectures? When student discussion takes place the situation is even more impossible. By the time the deaf youngster locates the student who is speaking someone else has started to talk. Thus, the deaf individual misses out completely.

To compound the problem, the average deaf child is at least three to five years behind his hearing classmates in academic achievement, especially in reading and the language arts (Mindel and Vernon, 1972, p. 91-95). Thus, in addition to not understanding his teacher during class, often the deaf student cannot read his textbooks.

Despite what must be described as the criminal idiocy of this approach to mainstreaming deaf children, it is easily the most widely used form now practiced in the United States, especially with deaf teenagers (Craig & Craig, 1975, p. 175; Office of Demographic Studies, 1971). In Maryland alone there are large numbers of deaf students reading at second or third grade levels who vegetate all day in junior high and high school classes with hearing children (Vernon & Billingslea, 1973). Often the only break is an occasional speech therapy session. Many of these students have had the integrity to quit such programs every year, but they are often left to face the world functionally illiterate (Grinker, 1969; Vernon, 1970).

Another form of mainstreaming practiced over the years involves classes of deaf children in regular public schools who integrate or mainstream for certain periods only. Some mainstream just for lunch, recess and physical education. Others may be "integrated" for art, industrial arts or an occasional academic subject. The rest of the day they spend in self-contained classes for the hearing impaired or self-contained heterogeneous classes of children who may be mentally retarded, learning disabled or have numerous other handicaps unrelated to deafness.

While these self-contained classes, utilizing part time mainstreaming, are preferable to the practice of dumping the deaf child in regular classes without adequate supportive services, they are not mainstreaming in the sense that deaf children actually mix in a meaningful social or educational way with hearing children. For example, on a visit to programs of this type one usually finds the deaf students all eating together at lunch and playing together at recess. Generally they are engaged in noticeably different and more childish games than hearing children of the same age. Little or no positive interaction occurs between the deaf and the hearing youngsters. The children are integrated or mainstreamed primarily only in geographic proximity.

The final version of traditional mainstreaming to be described is one in which the deaf child generally spends his elementary age years in a "day school" where he is in self-contained classes with other deaf children. By junior high or high school age, when he is usually three to six years retarded academically, he is mainstreamed under the first plan mentioned, i.e., he is placed into classes with hearing students and sees a resource teacher periodically. Putting a deaf youth into such a situation is obviously ridiculous. More importantly, it is ethically wrong. Yet approximately 30% of deaf children currently spend part of their school years in programs of this type (Craig & Craig, 1975; Office of Demographic Studies, 1971).

(continued on p. 8)

ARNOLD & PORTER
1229 Nineteenth Street, N.W.
Washington, D.C. 20036

April 6, 1979

Ohio School for the Deaf
The Ohio Chronicle
Mary Stoltz, Editor
500 Morse Road
Columbus, Ohio 43214

Dear Editor:

I have enclosed an announcement which contains the most up-to-date information available on the Closed Captioning Project. I hope that you will be able to include this announcement in an upcoming edition of your publication. Further, when you publish this announcement, I would appreciate receiving a copy of that edition of your publication.

Today, all of the elements required to make closed captioning a reality are coming into place, and by early 1980 the closed captioning process should be in operation. At that time, the necessary equipment should be available for purchase at Sears, Roebuck and Co. and closed captioned television programs should begin appearing on PBS, ABC, NBC and hopefully other broadcasters as well. By the end of 1980, there should be approximately twenty hours per week of predominantly prime-time captioned programs appearing on PBS and the two commercial networks. Thereafter it is hoped that the number of captioned hours will continue to increase.

As you will see, the announcement as printed contains a form which your subscribers may return to the National Captioning Institute ("NCI") -- The non-profit entity that will caption television programs for PBS and various commercial networks -- to indicate an interest in purchasing an Adapter Unit or Integrated TV Receiver. The return of this form does not comprise a commitment to purchase, but rather a serious interest in closed captioned television and a request to be notified when the equipment becomes available.

The expression of interest now on the part of hundreds of thousands of hearing-impaired persons is needed to make closed captioning a success.

You might wish to tell your readers that if they want more information on the Closed Captioning Project they should write to the National Captioning Institute, P.O. Box 57064, West End Station, Washington, D.C. 20037.

We hope that you will be able to support this project which will provide a needed service to the hearing-impaired community. If I may answer any questions you have about the closed captioning system, or about the announcement, please feel free to contact me at (202) 872-6822.

Sincerely yours,
(Ms) Emmett Boney
Legal Assistant

For further information on television captioning, please turn to page 8.

Student Activities

MRS. POHLIT'S CLASS

A TRIP TO THE WATER TREATMENT PLANT

When we arrived at the office of the plant, Mrs. Pohlit asked, "Where is the host for us?" A woman said, "Just wait a few minutes." Mrs. Pohlit tried to get her camera ready. It did not work quite right. Suddenly, the camera clicked without using the viewfinder. She pulled a picture out of the camera, looked at it, and laughed. The picture was of a water fountain and the wall.

The man came to meet us. We "followed the leader" to a boring classroom in the plant. He talked to us about chemicals. Finally, we went to the pump building. We looked at six, large, new pumps. The pumps take water from Hoover Dam to Columbus.

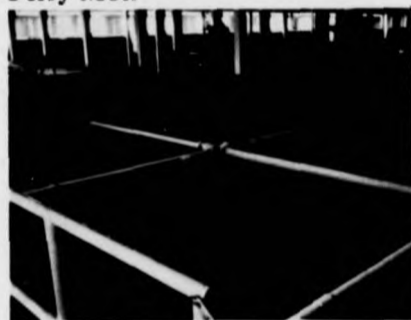


There are 2 sludge (waste) lagoons behind the water treatment plant. Waste from the plant is held here.

We looked at some screens. We walked outside. The plant has eight large sedimentation basins. We looked at one empty basin. It was broken. We walked in the building and rode the elevator to the roof. From there it is easy to see over the basins. We saw many tanks with different chemicals inside.

My classmates put the junk paper from the camera inside Mrs. Pohlit's purse. We walked through the filtration building. It had many small tanks. Finally, we finished the tour. Mrs. Pohlit's car was stuck because a large truck was behind her car. She tried to get out but her car was so big. When she was successful getting out of the parking space, we came back to OSD.

Perry Mott



This is a filtering tank. It has layers of sand and gravel in it. As water is poured into the tank, the sand and gravel trap the dirt. Sometimes the sand and gravel must be cleaned too with filtered water in the storage tank.

The Water Treatment Plant on Morse Road makes water clean for us to drink. Mrs. Pohlit and her class went there. We learned how the water is cleaned and how impurities are disposed of.

Water flows from Hoover Dam and is pumped into a pipeline. It goes through the pipelines to small buildings. Then the water is pumped into the dirty pool. The dirty water settles to the bottom.

The slightly clean water is mixed with chemicals to clean it even more. The chemicals are chlorine, carbon, lime, soda, and ash.

The next pool is a filtration tank. It takes the bacteria out of the water. Then chlorine and fluoroide are added to the clean water.

There are eight sedimentation basins. The last pool is very clean. The clean water goes underground into storage tanks. The water either goes into homes or is held in the water tanks or the tower.

Theresa DiGiannantoni



Here are four of the eight sedimentation basins at the water treatment plant. This picture was taken by Cheryl Prusinski from the roof of the 5 story building.

Mrs. Pohlit took all of my class to the Water Treatment Plant in Columbus. On Tuesday morning we rode in Mrs. Pohlit's car. It took us about 20 minutes to get to the plant. We waited for someone to show us the way around the plant. That time, Mrs. Pohlit wanted to take pictures of my class, but she snapped the picture in the wrong direction.

Then the tour guide came; he was short and old. He took us to a room that looked like a classroom. We all groaned. The man talked about the chemicals. Then he showed us through the plant. Mrs. Pohlit took two pictures, but they were not good. I volunteered to take pictures for her. I guess mine are better than hers. We saw the sedimentation tanks. They looked like gigantic swimming pools. After we saw the sedimentation tanks, the guide man took us to a tall building. We went up to the roof. We could see the full area of the plant. It was very nice. We thanked the man. We got into Mrs. Pohlit's car. Her car was blocked by a big truck carrying lime. Mrs. Pohlit thought that she couldn't back out, but Perry urged her to do that. At last, her car got out of the way.

We went to a restaurant. We ate in Guy's Hoagie Restaurant. The hoagie was seven inches long. We all had seven-inch hoagies. We were very full. We made jokes. Phyllis Marshall is the one who laughed the hardest. We had a great time.

Cheryl Prusinski



This is one of eight sedimentation basins at the Morse Road water treatment plant. They are 350 feet long and 70 feet wide each! Six hold 4 million gallons of water and two hold 4,600,000 gallons of water.

Last Tuesday, March 20, 1979, my class, Mrs. Pohlit, Cheryl, Perry, and I went to the Morse Road Water Plant. We got into Mrs. Pohlit's car at 8:30 a.m. When we got there, we went to an office. We were waiting for an interpreter to explain about how the whole idea works.

As we were waiting, Mrs. Pohlit wanted to take a picture of us in the office. She didn't know how to operate the camera. She tried the buttons, finally there was a loud click, Oop, see! She got the picture out and waited thirty seconds for it to develop. The picture was filled with the wall, not us.

The man came at 9:00. He took us to a room and explained about the chemicals that were in the water. We got ready to look around. We went outside. He showed us the eight sedimentation basins. Two were for the mud and junk removing. They were dirty. The others were better and cleaner. We went back in to the buildings. Cheryl, Perry and I took alot of pictures of the areas. We stuffed the junk in Mrs. Pohlit's purse and the pictures in her pocket. The man took us on an elevator to the top floor. We walked all the way up to the top of the building. We stood on the roof. We could see the country around us. We went down to the control room. It was filled with television, machines, and men. Mrs. Pohlit thought they were handsome. I mean the machines were handsome.

The man took us to the filtering room. We looked around. Then we went back to the room where we learned the chemicals. We thanked him and left. Mrs. Pohlit tried to get out of the parking lot with her car, but she had trouble because of the truck blocking her way. My class said she can back up and pull out of the way. Mrs. Pohlit was concerned, but then she did it. Hurray! We went out to eat lunch at Guy's Hoagies. We had lots of fun there. Then it was time to go back to school. Boo! Well, we arrived there at 12:15 p.m. Our trip was over.

Phyllis Marshall



This filtering tank was drained for repairs. The men removed the sand and gravel too.

MRS. RAWDON'S CLASS



Against a wall in the main hall, Mrs. Rawdon's class poses for a picture in front of their completed mural. In front (left to right) are Sammy Williams and Patsy Salyers. Kneeling (left to right) are Jeff Kohler, Scott Slight, Chuck Vaughn, and Paula Morin. Standing (left to right) are Jimmy Miller, Bobby Nord, and Vance Mathews.

Students in Mrs. Dolores Rawdon's intermediate 2 have studied the division of power and responsibility in the branches of our government. In the following paragraphs, these fifth graders explain what they have studied.

The name of my branch of government is the judicial. The President of the United States selects the members of the judicial branch.

The responsibility of the judicial branch of government is to make sure that the laws obey the Constitution. The members of the judiciary work in the Supreme Court Building in Washington, D. C. Nine judges make up the Supreme Court of the United States.

Chuck Vaughn

The name of my branch of government is the judicial branch. The judicial branch does a good job.

The nine judges on the Supreme Court work in Washington, D.C. The responsibilities of the judicial branch of government are to interpret the laws and to make sure that the

laws obey the Constitution. The judges are strict. The judges are very smart men. The judges must read important papers. The people must obey the judges' decisions. The judges must study the laws.

Patsy Salyers

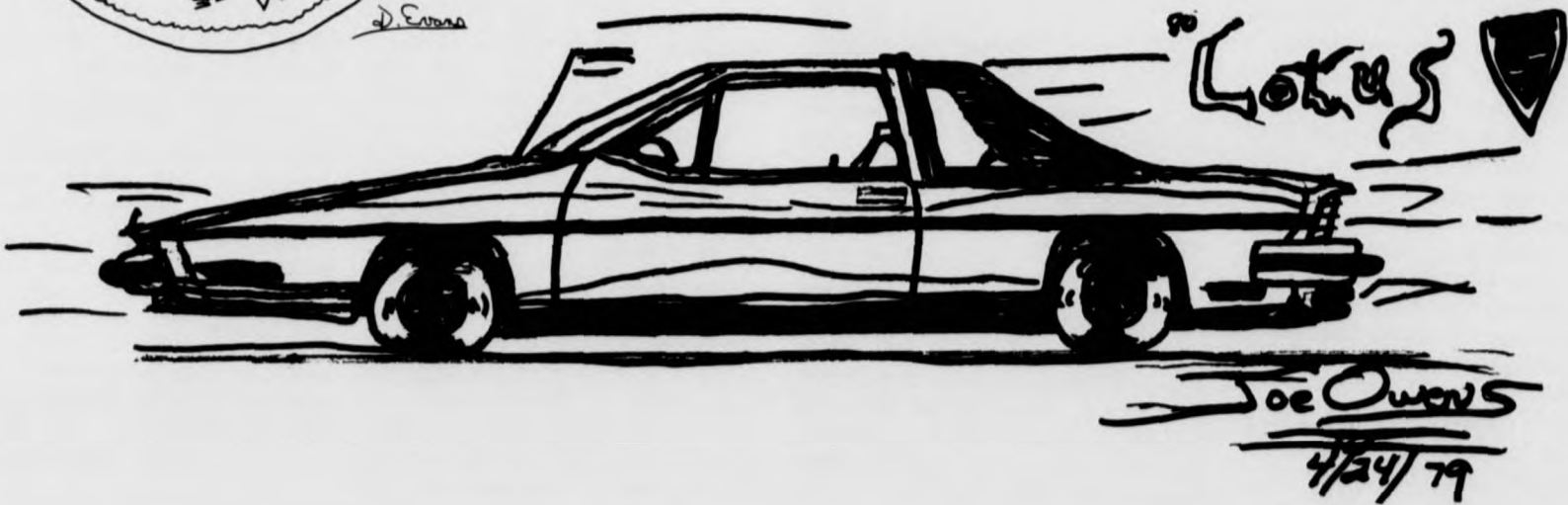
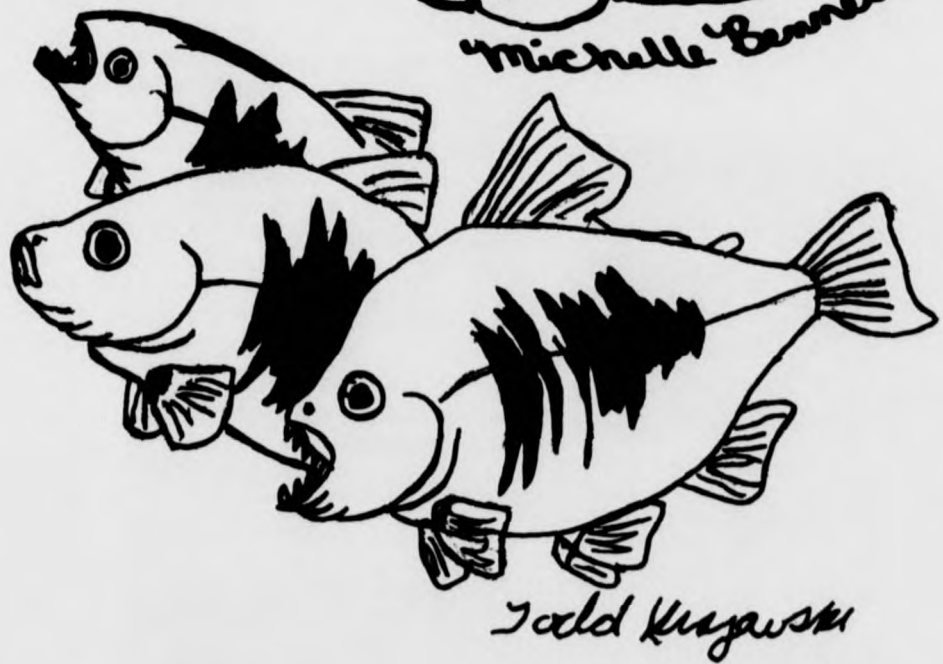
The name of my branch of government is the executive branch. The President, the Vice-president, and the cabinet are all members of the executive branch. The responsibilities for the executive branch of government are to pass or veto proposed laws, to help enforce the laws, and to make friends with other countries. The members of the executive branch work in the White House. The people in the United States elect the president and vice-president. The president appoints the cabinet members.

Jeff Kohler

The name of a branch of our government is the legislative branch. The members of the legislative

(Continued on page 7)

IN THE ART ROOM



Student Activities

MRS. RAWDON'S CLASS

(Continued from page 5)

branch (congress) are the senators and representatives. The members of the legislative branch work in Washington, D.C. The responsibility of the legislative branch of our government is to make the laws. The population of each state elects the members.

Vance Mathews

The name of my branch of government is the legislative branch. The legislative branch of our government makes the laws for our country. The legislative branch is the congress. The members of congress are the senators and representatives from the states. The people elect the members. The responsibility of the legislative branch of government is to make the laws for the United States.

Jimmy Miller

The name of my branch of government is the judicial branch. Judges are members of the judicial branch. The members work in the Supreme Court Building in Washington, D.C. The responsibilities of the judicial branch of the government are interpreting the laws and making sure the laws obey the Constitution. The president selects the members of the judicial branch.

Scott Slight

The legislative branch is the name of my branch of government. The senators and representatives are the members of the legislative branch. The legislative branch of government is the Senate and House of Representatives. The main

responsibility of the legislative branch of government is to make the laws. The population of each state elects the members of the legislature.

Paula Morin

The name of my branch of government is the executive branch. The members of the executive branch live and work in Washington, D.C. They work in the White House. The members of the executive branch are the President, Vice-president, and cabinet. The responsibility of the executive branch of government is to enforce the law. The people in the United States elect the President. He appoints the cabinet.

Sammy Morgan Williams

The responsibility of the executive branch of government is to enforce the laws in Washington, D.C. The President of the United States decides whether to veto proposed law or to sign it into action.

The President, Vice-president, and cabinet work in Washington, D.C. The President works in the White House.

Cabinet members must be twenty-five years old. The President must be thirty-five years old. The Vice-president must be thirty-five years old. Never can they be twenty years old!

People in the United States must be eighteen years old to vote for members of the executive branch of government.

Bobby Nord

MRS. BEARD'S CLASS

My favorite sport is running track. My legs are very strong. I have blond hair and a lot of hair on my legs. I have to wear glasses. My glasses are brown.

My favorite hobby is drawing. I like to draw pictures. I will draw a big picture next summer. I like to draw cartoons.

I want to be a carpenter. I will make furniture. I like wooden things. I will earn a lot of money.

I don't like to read books. It takes such a long time to read books. Maybe I will like to read more when I am older. I like to read funny books. Who am I???



Steve Deel

I have long hair. I have blue eyes. I am about five feet one inch tall. I wear my glasses all the day. I wear my hearing aid.

Here are some things I like. My favorite sports are basketball, baseball, and tennis. I love to watch baseball games in Cincinnati. I played baseball here. I hate to catch the ball. I love to run. I am interested in basketball. I dribble the ball. I toss the ball in the basket. I don't make the shot. I enjoy to travel everywhere. I like woods. They are beautiful. I

have alot of fun in the woods. I pick some leaves. I look at many animals. The animals are beautiful. I like my mother and father and brother. I talk with them. I play with my brother. I tease my parents and brother. I like art. I like to draw the animals. When I am bored, I draw anything. It gives me something to do. I like the cats. I have a cat. I love my cat. My cat has some soft fur. I like to pet her. My cat is very nice. Her name is *Dopey*.

Here are some things I dislike. I hate to fight with my brother. I always argue with him. He tells tales to my mother because I hit him. Sometimes I get angry at him. He is afraid of me. I hate rain. It is awful. It makes me fall asleep. I don't like it. I hate a sore body. Pain is awful. My pain is from falling or hitting my body. I am tired of it. I don't take the pills. I dislike to be tired. It makes me lazy. I don't like to sleep longer. I love to wake up early at 10:00. Who am I???



Lisa Leibee

I am a girl. I am short. I have long hair. My eyes are brown.

I love to go to church. My father is a preacher. I love to listen to the words of God. I thank God for forgiving my sins. I am happy that God cares for me. I know that God wants me to tell deaf children about Jesus Christ.

I like to play basketball. It is not dull. It is fun. I want to win the basketball games. I like to beat the other team. I am a basketball player. My number is 22.

I enjoy school. My favorite subjects are language and reading. These are very interesting. I like to write language. I know that language is important to me. I like to read the stories. I learned a lot. I earned good grades. Who am I???



Mary Shepherd

I am a nice person. I have brown hair. My height is five feet one inch. I don't use any glasses. I have hazel eyes.

I like to ride my bike. I enjoy it because I want to have fun. I want to go to the store to buy some food for mother. I want to go the park.

I like to play the sports. My favorite sports are jogging and biking. I like to jog sometimes. I want to jog with someone. I like to play tennis with my sisters. I want to play because I want to get tan.

I have some hobbies. I like to sew my clothes. They look pretty to me when I finish my clothes. Then I wear my new clothes. I like to hook a rug. I want to hang the rug in my room. I put the rug on the wall. It looks pretty.

I dislike a few things. I hate the vegetables and the fruits. They look terrible. I don't like to eat them.

I don't like Ohio history and math. The history talks about very old things.

At home, I do not have any deaf brothers or sisters. It is hard to talk to hearing people all the time. Hearing people do not like to sign as much as deaf people do. I do not like to draw because I do not draw very well. Who am I???



Mary Brosnan

I have blond hair. My height is five feet, four inches. I am a tall girl. I have hazel eyes.

I hate mean people. I hate a person who tricks me. I hate a person who swears. They insult me.

I like art. It makes me glad. I dream about the pictures. It keeps me busy.

I dislike pastel chalks because they stick to my clothes. When I drop one of them on my clothes, I must wash my clothes. They don't always come out.

My team and I swam in W.S.U. We swam against another team. We won. Our team's nickname is Powerful Dragon.

My friends and I played polo on the farm. *Suzie* and I played against *Donna* and *France*. We won the game. *Donna* and *France* lost. I played a few times.

I will play baseball this year. I hope the baseball team will win. I will be on the team. I will not quit the baseball team this year. I quit two years ago.

My brother and I played flag football at home. My brother and I played in the backyard all day. My brother lost the game and I won. My score was 12. My brother's score was 9. I beat him. He was a weak boy. Who am I???



Robin Hotchkiss

I have blond hair. My hair is long. My eyes are hazel. My height is five feet and two inches. My body is thin. My skin is light tan.

I like sports. I want to exercise. I want to be healthy and strong. My favorite sports are basketball, baseball and football. I am interested in the sports. I was a basketball player. I played in the basketball game last month. Sometimes I was the substitute player. I don't care when I get a few fouls.

I like football. I was a football player last fall. I am a lousy player. My team lost. Sometimes I was the substitute player. I can throw the ball far away. I can catch the ball.

I like a subject. My favorite subject is math. I want to memorize the math in the future. I will count the money in the bank. I will add the money for the bills, food, taxes and car.

I hate many subjects. I am not interested in them. The work is boring. It is too hard for me. I don't like the homework. I don't like to copy the papers. Who am I???



Kathleen Bojanowski

